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ABSTRACT

Designed as a handbook for primary grade parent volunteers in Kings County Schools (California), this publication provides information on compensatory education and parent involvement. The following special programs are explained briefly: Title I of the Elementary and Secondary Education Act (ESEA), Title IVB of the ESEA, Senate Bill 90 for Educationally Disadvantaged Youth (SB-90 EDY), Early Childhood Education (ECE), and the Miller Unruh Reading Program. Instructional and instructional support components of a school plan (developed as a result of a needs assessment) are listed and discussed briefly. The components are in the areas of reading, language development, mathematics, multicultural education, health and auxiliary services, staff development, parent involvement, and parent education. Concluding this handbook are lists of the common physical, emotional, and intellectual characteristics of children from kindergarten to grade three. These lists include guidelines for parents in helping their children at these different ages. (EM)

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PARENT VOLUNTEER

HANDBOOK

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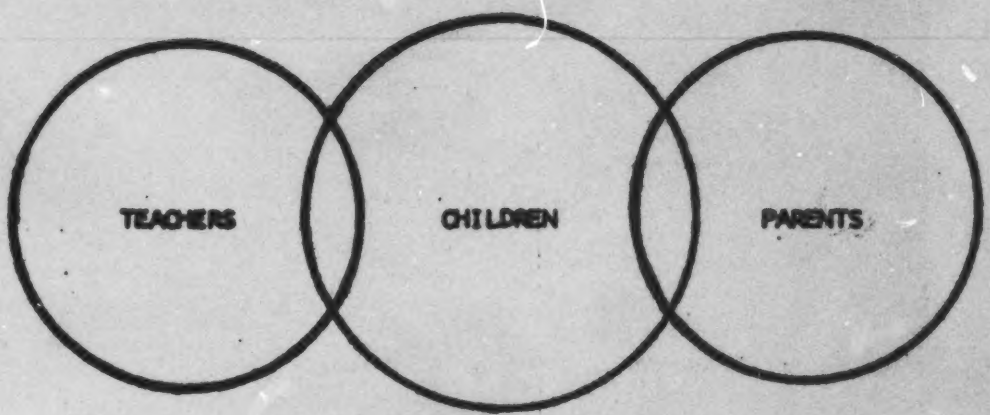

TEACHERS NEED PARENTS - PARENTS NEED TEACHERS

STUDENTS NEED BOTH

[Douglas True and Patty Ehda]

[1980]

Office of
KINGS COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
Curriculum Services Department
Hanford, California

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INTRODUCTION

PARENTS HAVE ALWAYS BEEN KEENLY INTERESTED IN THE EDUCATION OF THEIR CHILDREN. WE HOPE THAT ONE OF THE MANY BENEFITS OF THE STATE AND FEDERALLY FUNDED PROGRAMS HAS BEEN TO INTENSIFY THAT INTEREST AND PROVIDE NEW WAYS FOR PARENTS TO DIRECTLY TAKE PART IN SHAPING AND ENRICHING THE SCHOOL PROGRAM. THE STAFF AND THE STUDENTS WANT AND APPRECIATE YOUR HELP. WE HOPE THIS BOOK WILL BE A USEFUL GUIDE TO VOLUNTEER PARENTS.

CAROLY ST. AMOUR
BECKY GARDNER
RESOURCE TEACHERS

What is Compensatory Education?

Compensatory Education is supplemental or additional funds which are given to our school from the State and Federal Government. The money is given to the school to help provide additional help for those students who are not achieving as well as they should. The government is interested in the students receiving a good education. This does not mean that the school district doesn't provide a good education for its students. It means that we have so many students having problems with reading, language and mathematics, that the government wants to provide more help for those students.

HERE ARE SOME OF THE SPECIAL PROGRAMS IN KINGS COUNTY. CHECK WITH YOUR SCHOOL DISTRICT TO FIND WHICH PROGRAMS ARE FUNDED FOR YOUR SCHOOL.

ESEA - Title I

Title I of the Elementary and Secondary Education Act (ESEA) is the largest Federal aid to education program. This has been the major funding source for compensatory education since 1965. The program recognizes that economically and educationally disadvantaged school children need extra help - what we as educators call compensatory education - in order to do well in shcool. A large portion of Title I money is spent on resource teachers and instructional aides and on inservice training for personnel. All of these personnel must provide supplemental help or help over and above the district program and the instruction of the classroom teacher. The remainder of Title I money is spent on educational materials to help the educationally disadvantaged children learn the skills they need.

In order to qualify for Title I funds, a school must serve high concentrations of low income students. Schools must be ranked from the highest to the lowest (based on the percent or number of low income students at the school). In all cases when there are not enough funds to serve all eligible children the youngest should be served first. While a district must rank its schools according to concentration of low income families the students who may receive extra help educationally are <u>not</u> necessarily low income students.

ESEA - Title IVB

ESEA Title IVB funds are distributed to all schools. These funds are used to strengthen programs in the following areas:

(a) School library resources, textbooks, and other printed and published materials.
(b) Instructional equipment and minor remodeling.
(c) Guidance, counseling, and testing services.

SB-90 EDY

Senate Bill-90 for Educationally Disadvantaged Youth is a special allotment of money from the State to help educationally disadvantaged school children. It is state compensatory education money given to our district to help those children to do well in school. Just as in Title I, a large portion of SB-90 EDY money is spent on supplemental personnel - resource teachers and instructional aides and on in-service training. All of these personnel must provide supplemental help - or help over and above the district program and the classroom teacher. The remainder of SB-90 EDY money is spent on educational materials to help the identified children to learn the skills they need.

In order to qualify for SB-90 EDY funds, a district must have a high number of low-achieving students. It is also based on the transiency rate poverty levels and bilingual students. The schools must be ranked according to educational need (the number or percent of students below the 50th percentile on an achievement test).

Early Childhood Education

This is a state funded program that helps restructure primary level education. ECE promotes total parent, school co-operation. In the planning, implementation and evaluation of the primary program. Teachers are given concentrated staff development activities to promote individualized instruction for students. ECE emphasizes the child and his needs along with curriculum. These funds support instructional aides, purchase instructional and capital outlay supplies, and provide consultant services for staff development of teachers, aides and parents.

Miller Unruh Reading Program

These funds are available to qualified school districts for a salary allowance for specialist teachers in reading. Specific schools eligible for specialist teachers are determined by the proportion of students in the lowest quartile in the first grade reading test.

What is Parent Involvement?

Parent Involvement is really a three stage rocket. Any rocket sits first on a launch pad - consider the "launch pad" as your community. Can the community be too involved? NO!, but sometimes the rocket can be three miles into the air before anyone knows what's happening. If that is happening, stop your rocket, come back to earth and begin to build on your launch pad - your community. Involve your community.

When the community and school are involved two things will happen:

1. Advice giving - parents will understand that they must have the responsibility of giving advice to those adults in charge of their children. The advice will be given full consideration. The parents' advice will not be pushed aside carelessly, it needs to be discussed and used as a part of decision-making.

2. Decision-making - The school personnel must retain the responsibility of making decisions about the learning process using their professional knowledge and the advice of the parents.

Parents give advice, school personnel make decisions and they work together. One does not function without the other.

Why Parent Involvement

1.7.5-5 of the Compensatory Education guidelines states: Activities of the parent involvement and participation component. A systematic plan for parent involvement and participation shall be part of the comprehensive project. The plan shall go beyond the employment of neighborhood and community aides and the use of required advisory committees and groups. It shall include specific plans for improving communications between the school and the poverty area signed to make parents aware of the school's instructional endeavors and their children in the learning process.

Why Parent Volunteers are Important

Parent volunteers are playing an increasingly vital role in the whole education picture by permitting more individual help to students under the direction of a teacher. They are bringing more adults from the community to the children, to show relevance of their education. Also they are adding the experience of the volunteers' special interests, hobbies and avocations to the knowledge of the classroom teachers. They are providing more opportunities for children and adults to exchange ideas - "two way" important fringe benefit.

What Kinds of Volunteers are There?

There are three basic kinds of volunteers and all are vital to the operation of a schools improvement program:

1. Regular Volunteers - These are the parents who are able to volunteer services at a regular time on a scheduled day.

2. Special Volunteers - These are persons who cannot participate on a regular basis. They can serve as substitutes or do special activities in the areas of dance, guitar, music, food, etc. Working people such as pharmacists, farmers, doctors, and nurses, etc., can serve as resources to classrooms.

3. Homebound Parents can serve as:

   a. Babysitters

   b. Providing cooking lessons for small groups of students

   c. Making materials

   d. Making phone calls

   e. Writing invitations

   f. Typing

How Parent Volunteers Help Everyone

Most of all parent volunteers help the student by working with the student on a one-to-one basis, providing more individual attention and showing the student that adults do care about schools and who are in them. They give students a chance to meet and work with other adults besides one or more teachers during the day. They can be adult friends from the community, by teaching students more about skills people use to make a living, their ideas and viewpoints, the world itself. They relieve the teacher of many necessary chores which take up time that could be used for more important educational purposes. They assist with office detail, often sharing administrative skills from the business world. Also they help students better understand their community.

NEEDS ASSESSMENT

Before your school could develop its plan for educating the students, it had to find out what problems there were within the school and within the community. Your school found out about these problems by asking questions of both parents, teacher, and students. When we found out what the problems were, we then tried to find out what caused the problems.

In the school plan we included activities that we hope will solve some of the problems. If, during the school year, we see that we are not successful, we will change our activities.

Parents and teachers can help us the most in helping to solve the problems in education. Next year when we look at our problems, we may find that they are different. That is what helps us to meet the needs of children.

A School Plan

A school plan divided into two parts:

INSTRUCTIONAL COMPONENTS or parts including:

1. Reading
2. Language
3. Mathematics
4. Educational Development (for pre-school)
5. Career Educational (for junior high)
6. Bilingual - Bicultural Education
7. Multi-culture Education

INSTRUCTIONAL SUPPORT COMPONENTS or parts including:

1. Health and Auxiliary Services
2. Staff Development
3. Parent Involvement
4. Parent Education

Reading Component

In the reading part of our program, we want to improve the skills of our student so that they will become better readers. So that we can measure what our students know, we give them a pre-test in the fall and a post test in the spring.

The school's compensatory education program allows the resource and classroom teachers to buy additional materials to help students improve their reading skills. We try to give more individual help to students.

Language Development Component

In Language we want to improve the language skills of students - especially their skills in speaking, listening, and writing. Our teachers and aides will give special individual help to students who need help in language. Compensatory education will allow the classroom teachers to buy materials which will help our students who are having problems with language. Our teachers and aides will be trained in using these materials with the students.

We feel a student's skills in language must be strong before he can be a good reader. So these skills will be emphasized for all students having language problems.

Mathematics Component

This part of the project emphasizes the development of better math skills in students. In order to do this compensatory education provides these things at your school to help students get the skills they need:

1. Materials and equipment for students
2. Funds to buy more materials if they are needed.
3. Specially trained aides to help students.

We want to see if this helps children learn better, so we measure the children's progress by giving a test in September and another test in May. That way we can see if students grow in skills in these months.

Multicultural Education Component

It is very important that people of all cultures and backgrounds are able to get along and understand each other.

Compensatory education promotes this by including it as a component, or part, of your school plan. We want all of our students to have respect for each other - no matter what an individual's background or culture is. The school will promote classroom or school-wide activities such as films, art, drama, dances, music, and reading of literature. All of these activities will give the students a knowledge and hopefully an appreciation of all cultures.

Parents are invited to all of the school presentations. The children are proud of what they are learning and want parents to see what they have learned.

Health and Auxiliary Services

A child's success in school is not the result of magic. In this part of the project we try to locate the physical problems that our students have and do what we can to solve the problems.

We believe a healthy, happy child will be a better learner and parents should be a part of this kind of education.

Staff Development Component

In order for teachers and instructional aides to do a better job, the compensatory education program trains teachers to keep up with new ideas in education.

The principal and teachers work very closely in finding out the needs of teachers and aides at the school. Staff development sessions for some or all of the teachers are held at the school or Kings County Supt. of Schools Office. At these meetings they learn about new curriculum materials and teaching techniques. Teachers want to do the best for the children and so do the aides. That is why they are always asking for new ideas and materials so they can meet the needs of all of the students in their classrooms.

Parent Involvement Component

In this part of our project the school is trying to actively involve its parents in the education of their children. We invite parents to become members of the School Advisory Committee. We want parents to advise us on what kind of education they want for their children. Parents are invited to attend planning sessions with teacher. Parents are asked to come to school to see us implement - or put into action - all of the activities we planned for students. We ask parents to help us evaluate the effectiveness of our program. We encourage parents to come and talk to teachers and the principal, to come to workshops, and to visit classrooms in the school.

We also ask parents to volunteer to help teachers in the classroom. When children see their parents come to school to help, it makes them work harder and get better grades. We hope, too, that parents will understand and appreciate the efforts of the teaching staff.

We work together so that children can have a better education. This is why the school invites parents to learn more about what and how their children are learning.

Parent Education Component

We don't want our parents to feel like fish out of water when they visit our school, so in this part of the project we provide many activities which will help parents understand the school program.

The principal and the teachers will invite parents and explain the program and the services available at the school. Resource teachers, classroom teachers, the principal, and the project director will also help the parents understand the program.

Our parents will be invited to attend mini-courses on many subjects - like health, reading or math. At each one we will try to help parents understand what we are doing and why we teach the way we do.

Parents are always welcome to visit the school, the teachers, the resource teachers, and the principal to ask questions and see children learning.

A List of Sample Questions for a Question and Answer Page

1. Should I work in my own child's classroom?
2. What if I have to miss a day?
3. Is babysitting available for my pre-school children?
4. Are we welcome to visit school any time?
5. Do I go to the main office every time I volunteer?
6. How will I know what the teacher wants me to do?
7. When may I volunteer?
8. How can we get to school if we do not drive?
9. To whom do we address questions about the school?

Information to Include

1. Map of the school
2. List of staff members
3. Bell schedule

Now, you have heard or read all about compensatory education and the role of Parent Volunteers. We ask you to visit the school and see all of the good things that are happening to your child. Also, your child will be so proud and happy if you lend a helpin- hand.

YOU KNOW ABOUT US... AND NOW WE WANT TO KNOW YOU!

CHILDREN LEARN WHAT THEY LIVE

IF a child lives with criticism,
HE learns to condemn.

IF a child lives with hostility,
HE learns to fight.

IF a child lives with ridicule,
HE learns to be shy.

IF a child lives with tolerance,
HE learns to be patient.

IF a child lives with encouragement,
HE will learn confidence.

IF a child lives with praise,
HE will learn to appreciate.

IF a child lives with fairness,
HE will learn justice.

IF a child lives with security,
HE learns to have faith.

IF a child lives with approval,
HE learns to like himself.

IF a child lives with acceptance and friendship,
HE learns to find love in the world.

Dorothy L. Nolte

(Sample Sign-in sheet)

(School Name)

Parent Volunteer Sign-Up Sheet

Name	Teacher's Name	Hours	Date

The Kindergarten Child

Children are growing and maturing continuously. Every child has his own pattern of growth, but some characteristics are common to children of kindergarten age. To know those gives teacher and parents better understanding of the child and better guidance is the result.

The Kindergarten Child will be:

1. Four and one half or five years old.
2. Extremely active.
3. Self dependent in eating, dressing, toileting and sleeping.
4. Growing rapidly.
5. Losing his first lower teeth.
6. Well matured in motor control; will hop, jump and skip with ease.
7. Non-resistant to disease.
8. Far-sighted, requiring large objects and close contact.
9. Interested in other children yet individualized.

The Kindergarten Child will have:

1. Good reasoning power.
2. Ability to make judgements with adult guidance.
3. Ability to plan and carry out plans
4. Desire to speak plainly and to use new words.
5. Ability to relate experiences and to re-tell stories.
6. Changeable minds - gradually acquiring more defined ideas.
7. A natural curiosity.

The Kindergarten Child needs:

1. To feel secure and loved.
2. To have group approval and acceptance.
3. A few special friends.
4. A happy environment.
5. Opportunity for exercising large muscles.
6. To share toys and take turns in play.
7. To increase his vocabulary.
8. Alternate periods of rest activity.
9. Ten or more hours of sleep each night.
10. Good nutrition habits.

Parents can help by:

1. Being interested in the child's activities.
2. Providing good food and opportunity for plenty of sleep.
3. Having a quiet time each day.
4. Inviting other children to the home, providing group play.
5. Talking with the child about new experiences while on walks or rides.
6. Taking him to the library.
7. Reading to him; helping him to be aware of written words telling something.
8. Helping him develop unselfish attitudes.

The First Grade Child

The best thing you can do for your child is to enjoy him. Laugh with him when he is active and gay. Give him time to learn. Expect mistakes and much forgetting. Do not let your ideals for him make you require too much of him. Being aware of several general characteristics common to first grade children will help you in understanding your child as he grows month by month.

The First Grade Child will probably be:

1. Impulsive - going from one extreme to another, with spurts of affection and antagonism. There will be periods of laughter and tears in quick succession, periods of deep thinking and periods of inattention.
2. Often dawdling - more interested in playing than in eating or dressing.
3. Often careless of his clothes.
4. Frequently combative as though at war with himself and the world. When thwarted he resorts to such behaviors as sulking or mutilating the possessions of those involved in the thwarting. (In general, boys are more quarrelsome than girls.)
5. Desiring to be a winner, first to be chosen, best liked, the biggest.
6. Boastful - trying to establish his own superiority.
7. Active, climbing, running, wrestling; trying to do things too hard for him.

The First Grade Child needs:

1. A sense of security and a feeling of being loved, no matter what he does.
2. Generous praise and not too much criticism of errors.
3. To be distracted from undersirable behaviors in kindly ways.
4. Opportunities to show what he can do and to talk about himself and his interests.
5. Broadening experiences to satisfy his fast growing interests.
6. A knowledge of property rights to accompany his collecting tendencies.

Parents can help by:

1. Having a sense of humor and infinite patience to help him through this period of opposite behaviors.
2. Avoiding direct clashes of will.
3. Seeing that he has enough rest, nourishing food and exercises.
4. Racing with him to overcome dawdling.
5. Planning surprises.
6. Ignoring his grimaces, giggling, and silly actions. Giving him something to do before visitors arrive so that he will not feel it necessary for him to act foolish to get attention.
7. Skillfully distracting him from difficulties by having some humorous tricks up your sleeve to build up his good behavior. Demanding little of him on "bad" days.
8. Remembering that there is nothing wrong with him but six-year-oldness, and that he must be guided wisely.

The Second Grade Child

Every child is an individual who grows and develops at his own rate. Children in the same grade may be expected to differ widely from others in their group. These are some characteristics and needs that generally apply to most of the children at a certain age.

The Second Grade Child will probably be:

1. Seven or eight years old.
2. Two or three inches taller than last year.
3. Sturdy and healthy.
4. Still for only a short time.
5. An eating problem.
6. Losing deciduous teeth.
7. Emotional - particularly fearful of imaginary and improbably dangers (dark, doctor)
8. Showing desire for freedom and to grow away from adults.
9. Agressive and sympathetic by turns.
10. A boaster.
11. Sensitive to ridicule, failure, and loss of prestige.
12. Playing with boys and girls as equals.
13. Interested in almost everything of the present time and of the immediate environment.
14. A good listner.

He will probably have:

1. Strong liking for anything that runs on wheels, like scooters.
2. Beginning of manipulative skills.
3. Increased interest in team and group activities.
4. Much enjoyment from dramatic play (identifying self with cowboys, Indians, etc.).
5. A well-developed competitive spirit.
6. Lengthening periods of calmness and self-absorption.

The Second Grade Child needs:

1. To have frequent periods of rest and relaxation.
2. Proper medical care for usual children's diseases.
3. Adult approval.
4. To be like his friends.
5. Good food at regular intervals.

Parents can help by:

1. Providing opportunities for muscular activities (climbing, etc.).
2. Giviing child the feeling that you are "standing by".
3. Giving child some economic independence through regular allowance or opportunities to earn money.
4. Setting up regular habits for food and frequent rest periods.
5. Providing regular examinations by doctor and dentist.
6. Setting examples as to habits of tidiness, posture, etc.
7. Giving the child a part in some aspects of family planning.

The Third Grade Child

At this age, the child is changing from having no social awareness to a growing ability to make social responses. He may continue to hit, tease and punch for the fun of it, but such behavior normally recedes and more approved responses become increasingly habitual. He is serious about himself, impressed with his own ability to imitate adult behavior, and likes to take responsibility. He needs a very careful balance between adult guidance and independent action.

The Third Grade Child will probably be:

1. Seven, eight or nine years old.
2. More able in controlling large muscles than the smaller ones.
3. Developing in eye-hand coordination.
4. Extremely interested in gangs, teams, and his own sex.
5. Careless about how dirty he gets.
6. More likely to wear the most tattered sweater instead of the newest ones.
7. Sensitive to ridicule, failure, and loss of prestige.
8. Unable to maintain a very long attention span.

He will probably have:

1. Desire for group play activity and teams.
2. Interest in dressing up and playing parts, as cops, robbers, Indians,etc.
3. Tendency to use unacceptable language.
4. Strong sense of justice as he sees it.
5. Contradictory traits, such as fighting best friends, sisters, or brothers.
6. Varying emotional patterns of fear, joy, anger, jealousy, and affection.
7. Fear of such things as blood, ghosts, death, dead animals, lightening, solitude, the dark, robbers, and even the doctor.
8. Ideas and desires to make things which are beyond his ability.
9. Sexual modesty.
10. No discrimination of social position, race, or religion.

The Third Grade Child needs:

1. Ten to twelve hours of sleep.
2. A well organized day.
3. All the good food he will eat.
4. Sympathy with his tendency to establish some independence from adults.
5. Adult approval to the extent that he will feel they will "stand by" and really care.
6. To do something or be something which makes him feel important, although he does not want to be singled out or make conspicuous.
7. To be included in family and school planning.

Parents can help by:

1. Setting up regular habits for food and rest.
2. Teaching him to use his own towel and glass, to put on appropriate wraps and to keep pencils and fingers out of the mouth.
3. Providing toys that will develop good basic motor and muscular skills.
4. Giving him enough freedom so that he will not develop the attitude that his parents are too bossy, too strict, or just "not fair".
5. Taking time to talk, explain, and reason with the child.
6. Praising him for good work or behavior.
7. Accepting his friends and planning happy times for them.
8. Providing opportunities for him to earn money, either at home or nearby.